UNETPSA

International Educational Assistance to Disadvantaged South Africans

Proceedings of the Follow-up Conference organized by the United Nations Educational and Training Programme for Southern Africa
New York, 8-9 September 1992

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United Nations
New York, 1993

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Introduction

In accordance with General Assembly resolution 46/80 of 13 December 1991, and as adopted in the Paris Statement by the International Conference on the Educational Needs of Disadvantaged South Africans (25 to 27 June 1991), the United Nations Educational and Training Programme for Southern Africa (UNETPSA) and its Advisory Committee organized a Follow-up Conference on International Educational Assistance to Disadvantaged South Africans at United Nations Headquarters in New York on 8 and 9 September 1992.

The objectives of the Conference were: (*a*) To focus international attention on the requirements for effective international educational assistance to disadvantaged South Africans during the transition to a non-racial and democratic South Africa; (*b*) to offer participants an opportunity to discuss and to make recommendations on priority areas of short- and long-term intervention by bilateral and multilateral educational and training programmes; (*c*) to identify mechanisms for the coordination of assistance by international organizations and agencies, bilateral and multilateral programmes of assistance, donors and non-governmental organizations during the period of transition and beyond.

Some 133 experts, representatives of relevant organizations and observers attended the Conference. Participants also included representatives of major donor countries to bilateral and multilateral programmes of assistance to southern Africa, United Nations agencies, and other intergovernmental organizations, and non-governmental organizations providing educational assistance to disadvantaged South Africans, as well as South African experts on education. Representatives of the African National Congress of South Africa (ANC) and the Pan Africanist Congress of Azania (PAC) also attended as observers.

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Part One

Proceedings of the Conference

I. Opening session

1. The Conference was opened by H.E. Mr. Martin Huslid (Norway), Chairman of the Advisory Committee on United Nations Educational and Training Programme for Southern Africa, who chaired the Conference. In welcoming participants, Mr. Huslid expressed the hope that the Conference would use the opportunity through broad-based consultations to ascertain the priority needs in the area of human resource development in South Africa for the transition period to post-apartheid society and to discuss the policies and strategies whereby the international community could best mobilize, coordinate and deliver educational and training assistance to disadvantaged South Africans. He stressed that the huge task of the development and the implementation of a human resource strategy aimed at effectively redressing the disparities between the country's needs and its resources in terms of skilled Black personnel would have to be tackled by the South Africans themselves. However, the international community could play an important role in providing support through technical cooperation and additional resources in order to ensure that programmes providing educational and training assistance to disadvantaged South Africans operate with maximum efficiency. He then described the current and future activities of UNETPSA, highlighting its new training projects inside South Africa. In closing, he hoped that suggestions and recommendations expressed in the course of the Conference would help to optimize the impact that all international and other programmes of educational assistance would have in the crucial task of building a more just and equitable society in South Africa with equal opportunities for all. (See Part Three.)

2. In a message read out by his representative, Secretary-General Boutros Boutros-Ghali welcomed the participants of the Conference and stressed that socio-economic inequities, deeply rooted in decades of apartheid, continued to plague the South African people. The United Nations system was determined to assist them in ending violence and promoting peace as well as, subject to availability of resources, in providing assistance during the transitional period and beyond. The Secretary-General stated that the concern of the international community in helping address the huge social and economic inequities confronting South Africa was clearly demonstrated at a United Nations seminar held in Windhoek in May 1992. He also stressed that it was the responsibility of South Africans themselves to formulate the educational policies and strategies for the development of South African human resources and hoped that the Conference would afford an opportunity for donor countries, implementing agencies, foundations and others to exchange views on how best to complement South African efforts at bridging the huge educational and occupational discrepancies within South Africa. In closing, he wished the participants success in their deliberations and expressed the hope that the people of South Africa would find the courage and strength to move beyond what has so tragically divided them and to work together towards the ultimate goal of creating an enlightened, new, non-racial and democratic South Africa, which would do credit to itself, to Africa and to the world. (See Part Three.)

3. On behalf of the Special Committee against Apartheid, H.E. Ms. Annette des Isles (Trinidad and Tobago) expressed the hope that their deliberations would both prioritize the requirements and identify some of the mechanisms to channel effective assistance in the field of education and human resource development to South Africans during the very difficult transition period. She drew the attention of the participants to the uncertainty of the situation in South Africa, to serious and dangerous developments caused by ongoing violence. Referring to assistance to disadvantaged South Africans in the areas of social and economic development, in particular in education and human resource development, she highlighted the magnitude of the socio-economic and historical problems facing the majority of South Africans. She emphasized that in-depth restructuring of the existing education system at the primary, secondary and tertiary levels and major education reforms were most urgently needed. In closing, she expressed the hope that there would soon be in South Africa the definition of, and agreement on, a sound development strategy in the area of education and human resource development, as well as the national coordinating mechanisms with which the United Nations and other organizations and donor countries could establish the essential links and institutional framework to channel external assistance to policies and projects designed by South Africans themselves. (See Part Three.)

4. The Special Adviser to the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO), Mr. Knut Hammarskjöld, said that it was UNESCO's conviction and policy that South Africans themselves had to decide on the policy, structure and content of the educational system they wanted in their new democratic and non-racial society. A prerequisite for that was agreement on the basic elements of the country's future constitutional situation. Once that issue was settled, the way should be open for consultation on educational reform for the future with all interested and involved parties on an equal footing and in the best interest of all. He also stressed that UNESCO's action would be aimed at helping in the transition to a post-apartheid democratic, learning society. It would lend its experience and commitment in developing and implementing the educational strategy, structure and processes which would be agreed upon by South Africans themselves. (See Part Three.)

5. Mr. Mogole Mphahlele, Secretary of Education of the Pan Africanist Congress of Azania (PAC), stated that Bantu education continued as an inferior system designed to educate and train Africans to be perpetual servants of the White settler communities. The perpetuation of the system was made possible by segregation of residential areas and schools as well as the separation of teaching personnel. In addition, the curriculum was limited for Africans with the teaching of science and mathematics being prohibited. By segregating teachers' training colleges, the apartheid Government had further ensured that African teacher trainees received the most inferior training. He also said that companies which provided on-the-job training for Africans were reducing such programmes as a result of government cut-backs on tax concessions provided for that purpose. African student enrolment in technical schools was still less than that of White students despite an increase of 135 per cent between 1986 and 1990. Cuts in government subsidies had resulted in increased university fees, thus making it difficult for students from poorer communities to pay for their studies. He concluded by saying that it was neeessary that the education crisis be resolved, for it kept historically disadvantaged communities, especially Africans, in a worse position than other groups. (See Part Three.)

6. Mr. John Samuel, Head of the Education Department of the African National Congress of South Africa (ANC), read out a message from Mr. Nelson Mandela, President of ANC. Mr. Mandela stressed that the Conference was held against the backdrop of a critical time in the struggle of South Africa to create a democratic society. He added that there was an urgent need to address the education crisis as well as the need to develop South African human resources in a wide range of areas. He expressed confidence that among the South African participants, the organizations and the international donor community attending the Conference, a way forward would be worked out. In closing, he said that the task of reconstructing South Africa was an enormous challenge and South Africans would need all the assistance and support they could get. (See Part Three.)

7. He then made a presentation entitled "A proposition for a national strategic framework for education in South Africa", (Background Paper No. 9). In the presentation, he highlighted main aspects of the education crisis in South Africa and outlined basic principles, norms and values that should underpin a future South African education system. He also specified a need for establishing a strategic framework to overcome uncoordinated planning and implementation of educational programmes. On the role international assistance could play in solving the education crisis in South Africa, he stressed that the three key pillars of a short-term intervention should be: the continued political process of engaging the State; the development of capacity that would enable maximum participation and adequate preparation to govern a democratic South Africa; and the identification of priority areas for intervention. Intervention should occur at all levels and there should be maximum utilization of resources emphasizing the need for greater coordination and networking. He pointed out that, although a short-term interventionist strategy related to limited objectives, it was important to keep in mind the socio-political framework in which to locate that strategy. They would include such factors as equity, equality, access, targeting constituencies of greatest need such as youth, women, and rural areas, and building a democratic educational system.

II. Workshops

8. The work of the Conference was conducted in four workshops:

- Workshop I dealt with policy questions and practical measures to address, *inter alia*, the issues of:
  (*a*) human resources and other formal or non-formal requirements for the transition to a non-racial and democratic educational system in South Africa;
  (*b*) marginalized sectors: youth, women, children and displaced persons;
  (*c*) linkages between education, training, internship programmes and job placement.
- Workshop II addressed issues of current and future funding of bilateral and multilateral programmes of assistance: priority areas of funding inside South Africa and abroad; institution-building and leadership skills training during the transition, etc.
- Workshop III reviewed mechanisms of consultation and cooperation among donors, implementing agencies, educational institutions and the United Nations.
- Workshop IV looked into measures to sustain growth beyond donor assistance: role of the private sector; role of non-governmental organizations—training, education and technical assistance support to non-governmental organizations; role of international organizations; current and future strategies of international bursary assistance.

A. Workshop I

9. Mr. Jakes Gerwel, Vice-Chancellor, University of Western Cape (South Africa), moderated Workshop I, with panelists Dr. Ivy Matsepe-Casaburi, Executive Director, Education Development Trust (South Africa), Mr. Frank Ferrari, Senior Vice-President, Southern Africa Office, African-American Institute, Dr. Tahir Salie, Director, Careers Research and Information Centre (South Africa) and Mr. Dave Gaynor, Private Sector Education Council (South Africa).

10. The panelists and participants of Workshop I agreed that non-governmental organizations and other non-parliamentary groups, in particular those involved in the promotion of democracy, should be involved in policy formulation. To enable them to respond effectively to the needs of their constituencies, it was proposed that the international community assist in building up their capacities.

11. Several points were raised with regard to problems confronting the South African education system, among them the very nature of the apartheid education system, which had resulted in the loss of the culture of learning among Black communities; and marginalization of certain sectors of the society. Caution was sounded against the use of the term "marginalized" as it tended to convey a sense of hopelessness of the situation. To alleviate those problems, several suggestions were made, among them the need to look at the totality of the problem in trying to deal with the education crisis, i.e., need to restructure the socio-political and economic system prior to restructuring education. In the interim, it was suggested that South Africans strive to develop a national initiative training strategy and coordinate their efforts as that would not only strengthen their capacity to deal with the problem, but would also contribute to the optimal use of limited resources and make it possible for the international community to provide effective assistance. Emphasis was put on the need to be more focused. Other measures recommended the re-establishment of the culture of learning, including the need to develop parent training programmes aimed at making parents more responsive to the needs of their children and community; the need to instil a sense of discipline among children; the need for a code of conduct for teachers; and the elimination of all attitudes and behaviours that tend to stifle children and hamper them from active participation in class discussions. Also in attempting to resolve that problem, it was suggested that South Africans should try to draw from the experiences of other countries that had gone through similar political upheavals.

12. Regarding linkages between education and training institutions and the labour market, it was suggested that partnerships must be developed among employers, employees and the Government in order to ensure that training institutions were producing skills necessary to meet the demands of the economy. To that extent it was important to recognize and promote in-service training. It was also sug-

gested that efforts should be made to give due recognition to the non-formal sector since most people were employed in that sector.

13. With regard to the problems relating to the reintegration of returnees/exiles, it was noted that owing to the current decline in economic growth, the South African economy was not able to absorb them. However, the biggest problem confronting returnees was the assessment and acceptance of their credentials. It would appear that procedures used by accreditation boards tended to discriminate against South Africans trained outside while at the same time those institutions had no difficulties in recognizing credentials of foreigners coming from countries where some of the South Africans were trained. There was general agreement that efforts needed to be made to correct that imbalance.

14. The international community should assist in collecting data on existing skills and resources in South Africa; try to link scholarship awards to job opportunities in South Africa; try to identify areas of the South African economy in which participation of Blacks was hampered by racism; make efforts to mobilize resources for disadvantaged sectors of the South African society; give resources to local institutions that showed willingness to address those imbalances; make training available to those who showed aptitude, particularly for science and technology; and fulfil the need for affirmative action.

B. Workshop II

15. The moderator of Workshop II was Prof. Chabani Manganyi, Vice-Chancellor, University of the North (South Africa). He was assisted by panelists Mr. Barry Smith, Director, Interfund (South Africa Office); Mr. Eric Molobi, General Secretary, Kagiso Trust (South Africa); Mr. Steve Weissman, Programme Officer, Ford Foundation (United States of America); Mr. David Evans, United States Agency for International Development (South Africa Office) and Prof. Jairam Reddy, Vice-Chancellor, University of Westville-Durban (South Africa).

16. The participants and panelists in Workshop II generally agreed that there was a need to improve coordination between donors outside of South Africa and recipients of assistance inside the country. The issue might be addressed first by establishing criteria for donor funding for programmes that could impact on development for a better system in the future, and empower people, their institutions and communities. It was stressed that absence of a comprehensive research database regarding current funding levels for various programmes of bilateral and multilateral assistance made it difficult to assess impact. Participants strongly emphasized the need for support to strengthen historically disadvantaged institutions and to develop their research and analytical capacity.

17. Analysing the policy for education, participants stressed that it was important to balance the necessity to develop basic, mainstream education with the need to support tertiary education, which, in the long run, could be the engine of economic growth and development. Programmes would need to bridge the gender gap as well as to arbitrate between assistance to traditional Black universities, which had low-income students and were faced with many constraints due to discriminatory government funding, and assistance to other universities, which could provide Black students with better facilities and much needed training in science and technology.

18. It was also important for international assistance to be available to reinforce non-governmental and community-based organizations, for they remain an appropriate medium in addressing conflict resolution issues and in civil society, which would need to be involved in the development of a new educational system and to support government structures. Likewise, international non-governmental organizations (NGOs) would also continue to have an active role in assisting their counterparts in South Africa to have their initiatives adopted into the mainstream. Support for international NGOs, therefore, would continue to be necessary.

19. In periods of transition, greater flexibility in the design of assistance programmes will be essential. Allocation of scholarship assistance to students inside or outside South Africa need not be mutually exclusive. It should be based on comparative advantage: whether the levels and courses were available inside South Africa and whether it would be more effective to use existing local facilities. It was also important that education abroad be linked with programmes inside South Africa to enhance impact and empowerment. Some participants were of the opinion that, in any event, South African students who were already studying abroad should be allowed to complete their programmes. Other participants remarked that current assistance funding should also include other fields such as the arts or legal empowerment programmes. The private sector in South Africa, especially big businesses, where international resources could be interfaced with South African resources, could be more forthcoming to meet the urgent priority needs that had to be addressed.

20. It was proposed that a national forum on funding for South Africa be convened periodically in the future inside South Africa where all sides could bring to the fore their concerns and compare their plans, priorities and requirements.

C. Workshop III

21. Mrs. Kaisa Savolainen, a Director at UNESCO, was the moderator of Workshop III. She was assisted by the following panelists: Mr. Buti Thlagale, Executive Director, Equal Opportunity Council (South Africa); Ms. Sheila A. McLean, Vice-President, Institute of International Education (United States of America) and Prof. Merlyn Mehl, Director of Education, Independent Development Trust (South Africa).

22. The panelists and participants of Workshop III were of the view that there was a recognized need for cooperation and periodic consultation among all organizations providing educational assistance to disadvantaged South Africans. However, concern was expressed about over-coordination. Participants distinguished between cooperation at the level of exchange of information and periodic follow-up consultations and actual coordination of activities and agendas of these organizations. It was stressed that consultations among donors, implementing groups, foundations and NGOs were often and successfully held at various levels both inside and outside South Africa. It was also pointed out that the United Nations, the United Nations Development Programme and UNESCO had played a positive role in arranging some of these consultations, including this Follow-up Conference. It was important to continue work in this direction.

23. Donors and other funding institutions outside South Africa faced certain difficulties regarding coordination owing to a wide range of their agendas. Some donors specialize in certain areas and tend, therefore, to focus on a particular activity in which they excel. Government donors, in responding to their Parliaments and their constituencies, often had to follow a prescribed agenda. There was also a lack of recognized and agreed priorities and training needs at the national level due to the absence of proper transitional educational authorities which would be capable of dealing with education policy making, reallocation of budgetary resources and other education-related matters.

24. Areas in which international educational assistance could intervene would have to be carefully determined by the South Africans themselves. Among the areas requiring funding mentioned during the discussion were research and networking among South African NGOs. There were vast resources in South Africa and one possible role for the United Nations and the international community would be to assist in unlocking these resources for programmes where they were needed, particularly at a time when donor funding is no longer forthcoming. Projects that would utilize resources available within South Africa and could be sustained on a long-term basis were important. A view was expressed that there was also a need for donor organizations to educate themselves as to the special needs of their recipients.

25. It was suggested that the United Nations, as a neutral body, could serve as an important catalyst in bringing together various groupings in South Africa with the overall aim of getting cooperation in the field of education and in other sectors. Conferences such as this one were also valuable as there was no substitute for the face-to-face contact which they provided between recipient organizations and possible donors. It was also suggested that a follow-up to this particular conference be undertaken preferably in South Africa, so as not to lose the valuable information exchanged during the conference and to start some contact between donors and recipients.

D. Workshop IV

26. The moderator of Workshop IV was Dr. Vivian Lowery-Derryck, President of the African-American Institute (United States of America). Panelists who attended this Workshop included Mr. Wayne Fredericks, Institute of International Education (United States of America); Dr. Frans Barker, Chairperson, National Manpower Commission (South Africa); Prof. Jakes Gerwel, Vice-Chancellor, University of Western Cape (South Africa); Dr. Elie Orbach, Group Manager, Development Bank of Southern Africa (South Africa); Mr. Bill Carmichael, Director, Institute of International Education (United States of America); and Dr. Neal McGurk, Head of Department, Sacred Heart College (South Africa).

27. The panelists and participants in Workshop IV were of the view that a new system of education should be envisioned for South Africa during its transition to a post-apartheid society, so as to meet the needs of the "lost generation". The new philosophy of education might be crucial in providing guidance in any structural or academic change in the system of education. The proposed planned change should be implemented soon to stop deterioration of the culture of learning. Any meaningful reconstruction should duly take into account the socio-economic, demographic and cultural context of the country.

28. In order to facilitate the restructuring of the education system, the private sector both inside and outside South Africa could help address this issue in a number of ways. It was suggested that in the field of formal, non-formal or informal education and training, the private sector could substantially assist in capacity-building and the creation of capabilities by providing information on the areas of primary concern; strengthening the links between different levels of education; intensifying the links between industry and education to make the latter more effective and the for-

mer more involved; developing policy alternatives for education reconstruction so as to enrich the debate; facilitating the political process in general and educational reconstruction in particular; and directly lobbying the Government for specific educational objectives. The private sector could also be instrumental in enhancing the actual delivery of the system of training and education by supporting the adult education of its employees, and developing a private system of schooling on a strictly desegregated basis.

29. Participants stressed that comparable models or acquired experience in the field of educational development of the other countries should be discussed, updated and implemented to effect a democratic system of education and training in South Africa. Industry-education relations in Japan, the community college system in the United States, adult education in Brazil or Malaysia, were cited as examples to be studied and, possibly, followed. The absorptive capacities of educational institutions inside South Africa should be urgently and extensively enlarged. It was pointed out that despite the obvious inadequacy of governmental funding of education, there were instances where well-funded projects had to be implemented outside South Africa. It was particularly true of one of the most acute training issues, i.e., the upgrading of management skills of Black South Africans. They further emphasized that the issue of capacity-building was inseparable from that of empowerment. A new system of education for South Africa should be relieved of the burden of outdated administrative mechanisms, inherited from the colonial times. Academic democracy, in its own turn, should be achieved on the basis of training of the modern-minded and capable administrators and a highly professional faculty.

30. It was also noted that efforts should not be spared to encourage vast participation of numerous NGOs in the restructuring of the education and training system in South Africa. Their assistance would be useful in the implementation of fund-raising and scholarships, and in upgrading projects. NGOs could also help in the accommodation of exiles and refugees, especially during their readaptation to the country of birth. They could invigorate public debate on educational matters, play an important role in institution-building and political lobbying for training and educational objectives, and monitor the scope and details of democratic change in the educational system of South Africa. Such issues as standards of education, academic curricula, faculty training, Black students' enrolment, support for desegregated educational institutions, and career guidance and counselling could be tackled individually or jointly by the private sector, concerned NGOs, trade unions, religious organizations, etc. The demand for such assistance was abundant. It was emphasized that a major challenge of the education crisis in South Africa, though largely underestimated by the public and even the specialists, was that of role models. The prevailing role models inside South Africa further aggravated the issue of employment, empowerment and manpower training. They literally prevented the educational institutions from promptly updating their curricula, faculty and administration structures. NGOs, the private sector, trade unions, and teachers' and parents' organizations could impact the younger generation and give them a better knowledge of modern and rewarding professions.

III. Slide presentations

Two slide presentations were made at the Conference.

A. "An updated scenario planning of South Africa's future"

by Robert Tucker, attorney and Chairman of the Community Banking Project (South Africa)

31. Mr. Robert Tucker's slide presentation dealt with the intensity and reality of the economic and social needs of the people in South Africa. His main point was that if those basic economic and social needs were not met by the Government that would come to power during the transition period and beyond, then this new, democratically elected Government might collapse. Presenting alternative projections of South Africa's political, economic and social future under various scenarios, Mr. Tucker proceeded to demonstrate that apartheid was not just a political system, but an interrelated economic, political and social system. This system distorted all structures of South African society and had a devastating effect on the institutional fabric of that country. As a result, South African society could not function effectively. To successfully achieve a basic transformation of South African society, fundamental changes were needed in the economy, in the social relationships and in the political dispensation, including a fundamental restructuring of the whole educational system. He concluded that to accomplish this type of change, a series of forums in which all South Africans could come to an understanding of a common destiny was needed. He hoped that in such forums and, perhaps in the near future, in an interim Government, South Africans would have the type of formal, recognized and legitimate institutional arrangement that would help to bring about a successful transition to a new South Africa.

B. "The APEX Model" (Assessing policies of educational excellence)

by Professor Merlyn Mehl, Director of Education of the Independent Development Trust (South Africa), in cooperation with Dr. F. Henry Healey, Research Scientist, Centre of International Development, Research Triangle Institute (United States of America), and Mr. Peter Badcock-Walters, Development Director of the Education Foundation (South Africa)

32. The stated purposes of this presentation were: to present an overview in statistical terms of the present educational situation in South Africa; to introduce the process through which policy support systems are being developed to help empower South Africans to design their own educational future; and to demonstrate APEX—the first of the policy support tools involved in this process.

33. Designed specifically for South Africa, APEX is a computerized, demographically driven enrolment and cost projection model to allow policy analysts to examine and address the educational, structural, political and financial aspects of an education policy within a policy dialogue setting. The process of developing APEX included the review, the analysis and the supplementation of hard data as well as scores of workshops held around South Africa to determine and identify relevant issues and needs.

34. For illustrative purposes, hypothetical policy variables and input were applied to the Model to examine the policy options of a hypothetical system that could be implemented within reasonable education budget constraints, and the options were then weighed against the level of expectation.

35. The presentation also identified those key areas of strategic intervention that, in the South African view, the international community could most effectively address: pre-primary education, adult basic education, teacher training, infrastructure, management and training, curriculum and testing reform, textbook design and production, distance education and research.

IV. Closing session and conclusion of the Conference

36. At the closing session, participants heard summaries of workshop proceedings made by moderators and viewed a videotape depicting the impact of apartheid on the education system of South Africa. Mr. John Samuel, on behalf of South African participants of the Conference, made a statement. (See Part Three) The Conference closed with the concluding remarks by its Chairman, H.E. Mr. Martin Huslid (Norway).

Part Two

Concluding remarks by
H.E. Mr. Martin Huslid (Norway)
Chairman of the Conference

Concluding remarks

by H.E. Mr. Martin Huslid (Norway)
Chairman of the Conference

After two days of rather intensive discussions and talks, it is time to ask, what is the result of the Conference? We have to remind ourselves that the scope and the aims of this Conference were limited. The first aim was to focus international attention on the requirements for international educational assistance to disadvantaged South Africans during the transition to a non-racial democratic South Africa. I hope, to a certain extent, we have done that. The second aim was to offer participants an opportunity to discuss and to make recommendations on priority areas of short- and long-term intervention through bilateral and multilateral educational and training programmes. I hope we have also, to a certain extent, managed that. The third aim we set ourselves was to identify mechanisms for the coordination of assistance by international organizations and agencies, bilateral and multilateral programmes of assistance, donors and non-governmental organizations during the period of transition and beyond. This Conference has given us a very good idea of the complexity, the depth and the enormousness of the problem. This was made very clear in the presentations by PAC, ANC and by Bob Tucker. We have recognized that it will be up to the South Africans themselves to meet this task, to solve this problem, as it were. But there is also a general recognition that the world community, and not least the United Nations, which has taken such an active part in the struggle against apartheid, will also have a duty to try to follow up. No doubt the world community would feel and should feel a responsibility to follow up on the legacy of apartheid and, not least, in the educational sector in the process towards a non-racial and harmonious community in South Africa. How should this be done? I think we recognize that it is not only a question of pouring in more and more money, although money and resources, no doubt, are required. But many participants have underlined that the resources to be contributed must be geared towards a structural change. Otherwise, we might risk pouring in more money and resources to freeze an existing situation, which is the last thing we would want to do. The importance of primary and adult education was also underlined, as was demonstrated by the videotape we have seen.

On the question of coordination, a certain coordination of activities should be strived at. There will also be several channels from government to government, when the process of coordination has gone a bit further than from institution to institution, from organization to organization. Speaking of the structural change, it needs to be said that if the political will is there, there are ample possibilities within South Africa, not only to give equal opportunities, but to redress former injustices and imbalances. It was underlined during the Conference that more and more of the effort will have to be made inside South Africa itself. I do not think that this is contested when it is done in the right way and at the right moment, as is stated in the United Nations consensus resolution. We must also bear in mind the enormous needs of the institutions within South Africa which care, in particular, for the disadvantaged, for the Black students.

There is a question of where do we go from here? I have heard several participants mention the word follow-up. It is clear that this brief Conference was a follow-up of the Conference in Paris last year. No doubt we would not want it to be the end. At this juncture, so much hope but also much danger is involved for future development, that without making any decisions here, we could look forward to some kind of a follow-up conference, provided political developments proceed as we would wish them to. I would hope and think that such a conference could take place in South Africa itself, where we probably would get an even better feeling of the problems. We could keep this in mind as a goal from this Conference.

The crisis in education faced by the majority of South Africans was addressed by every speaker. The two main dimensions of this crisis which has been prevailing for several years were identified. The first is the gaping disparities in educational opportunities, and, therefore, qualifications and job training in all areas, not only in the tertiary sector, but also in the informal and non-formal sectors of direct concern to marginalized youth, women, the "lost generation", and the illiterate adults in rural and urban areas. Statistics and analysis were presented against the backdrop of alarming levels of unemployment in general but particularly of youth, large-scale migration to urban areas and the projection that by the turn of the century, half the population of South Africa will be under the age of 16. The impact of apartheid has been particularly devastating in these two sectors, and is mainly responsible for the lack of skilled labour and the large segment of young South Africans, referred to as "marginalized youth".

Strong concern was expressed with regard to the second dimension of the crisis in education in South Africa, i.e., the impact of violence and instability that have further exacerbated the breakdown of the culture of learning within the country.

It was most heartening to note that serious efforts to build consensus were being undertaken in areas of social development, including education inside South Africa, and that important steps were also being taken towards a more comprehensive framework for reconstruction and reform, within which the role and scope of international assistance would become clearer and cost-effective.

Education and human resource development in South Africa require the most urgent and profound reconstruction and restructuring within the context of a comprehensive framework. The human and social impact of decades of apartheid, the violence and uncertainty of the present require determined action and programmes on the part of political organizations, and renewed commitment by the Government and the private sector in redressing the urgent needs of young people to reorient and enable them to be full participants in a non-racial and democratic South Africa that is both economically and socially viable.

There has been a call for an increased role of the private sector beyond providing financial support in terms of training policy makers and experts who have the requisite information, analytic and planning capability to identify the economy's needs in human and other resources. A close link between educational institutions and industry was considered a key to sustained economic growth in the future.

There is the need for effective institutions which are considered legitimate by the communities they serve. Such institutions at the community level need empowerment and capacity-building, both in terms of available resources and as participants in decision making.

The role of international assistance, both bilateral and multilateral, should be that of a catalyst and to assist in the efforts to seek solutions through consultations and consensus. Our guests were correct to point out and reiterate the fact that despite enormous difficulties, South Africans, because of their common suffering in the many struggles to forge ahead, were capable of rising above their differences in the greater interest of the common good. We can empathize if they have had their fill of prescriptions and solutions from the outside, however well intentioned they may be.

There is a clear need to improve coordination between donors and recipients of assistance both inside and outside South Africa, in terms of agreed priorities and sustainability of programmes and projects once undertaken. Likewise, it was stressed that the reconstruction of education and human resource development be seen as a process of transformation to be undertaken over a long period of time—if it is to achieve the results we all seek. Along with the development of a sound mainstream education, it is essential that tertiary education be strongly supported and the gender gap get narrowed, which would result in the desired economic growth and development.

As I stated in my opening remarks, UNETPSA has already embarked on a work plan reflecting new directions, in particular projects inside South Africa and abroad which aim at strengthening the institutional capabilities and decision making role of non-governmental organizations, community-based organizations and educational institutions that serve the needs and interests of disadvantaged South Africans. I cannot but recall what one of our participants stated, that often visitors to the townships take note of the poverty and squalor but fail to register the yearning for empowerment felt by the people, even regarding the simple decisions in matters that affect their daily lives.

There has been a suggestion for a follow-up mechanism—a forum on education inside South Africa that could periodically share information regarding funding and discuss concerns, priorities and needs.

Our initial Conference on Education, held in cooperation with UNESCO in Paris last year, marked the beginning of a dialogue on educational and training needs in South Africa between the international donor community, in particular the United Nations, and South African organizations, experts and educators.

At this Follow-up Conference, we have come closer in understanding both the needs and the preferred channels of assistance. In this context, we have taken serious note of the information, analysis and concerns presented. I hope that our guests have also become better familiarized with the international agencies and organizations present here.

It remains only for me to thank you all for participating in this conference. I would like to thank those who have organized this conference. I will address a special "thank you" to the Secretary-General of the United Nations, and to Mr. Nordenfelt, Director of the Centre against Apartheid, the whole Centre, as well as the Special Committee against Apartheid. I will thank UNESCO and other organizations who have supported us and those who have presented documents. Particular thanks go to Mr. Abrous, the administrative leader of UNETPSA, and all his collaborators. I also thank the interpreters and the technical operators.

Part Three

Messages and excerpts from statements

I.

Statement by H.E. Mr. Martin Huslid (Norway)

Chairman of the Conference and Chairman of
the Advisory Committee on the United Nations Educational
and Training Programme for Southern Africa
(at the opening session)

In my capacity as Chairman of the Advisory Committee on the United Nations Educational and Training Programme for Southern Africa (UNETPSA), I am very pleased to welcome you all to United Nations Headquarters and to this important conference. This meeting, as you know, is a follow-up to the International Conference on the Educational Needs of the Victims of Apartheid in South Africa, held in Paris last June. It affords us the opportunity, through broad-based consultations, to try to ascertain the priority needs in the area of human resource development in South Africa for the transition period to a post-apartheid society and to discuss the policies and strategies whereby the international community can best mobilize, coordinate and deliver education and training assistance for disadvantaged South Africans to help meet those needs. I am happy to be participating with you in what I am sure will be a very fruitful and productive exchange of information and ideas on these important issues over the next two days.

. . .

We know that, as a result of apartheid, acute shortages of skilled personnel exist in many key areas, including management, accountancy, information technology, engineering and scientific professions, and that the Black representation in these occupations is often insignificant or even non-existent.

We also know that possibilities for young Blacks to obtain university degrees or diplomas in South Africa today are very difficult indeed. I understand that currently only 3 out of 1,000 Blacks hold such degrees or diplomas in South Africa. Concomitant with these difficulties and shortages is the Black urban unemployment rate which I have seen analysts evaluate at somewhere between 25 and 45 per cent. We can only agree that this is a rather dismal situation, a situation which I would think is not unrelated to the outbreaks of violence which we have witnessed.

Against this background, it seems clear that priority must be given to the development and implementation of a human resource strategy which is particularly aimed at effectively redressing the growing disparities between the country's needs and its resources in terms of skilled Black personnel. This will undoubtedly constitute a major challenge for South Africa both during the transition period and beyond. This huge task will have to be tackled primarily by the South Africans themselves. It is up to them to define the overall purpose of education, the nature of the problems, the methods by which to tackle them and the strategy to achieve the goals. The international community, on its part, can, however, play an important role in providing support through technical cooperation and additional resources to help meet the priority needs of the transition period and also the requirements of a more long-term policy of investment in education and training.

. . .

I hope that donor countries, implementing agencies and educational institutions in South Africa will be able to arrive at a practical understanding, not only in terms of optimizing the limited resources that are available, but also in terms of the mechanics of consultations and cooperation in the future. And to be quite frank: I hope this Conference could be instrumental in stimulating additional resources from donors to the acute educational needs of disadvantaged South Africans—also through UNETPSA.

. . .

For almost 25 years, the United Nations Educational and Training Programme for Southern Africa has provided thousands of young South Africans with opportunities for education, which would otherwise have been denied to them because of the imposition of the system of apartheid in their country. The programme has trained not only scientists, engineers, lawyers, computer experts, doctors and dentists, but also managers and specialists in political science or international relations. During the past academic year, 1,278 students were studying under its sponsorship, 925 of whom were from South Africa and 343 from Namibia.

In response to the changing circumstances in South Africa, the General Assembly adopted its resolution 46/80 on 13 December 1991 by which it authorized the Programme to begin providing assistance inside the country itself. This significant and welcome step marked the first time, since the inception of the Programme in 1967, that students could receive scholarships for study at institutions within South Africa as well as abroad. This opens the way for a much broader and more economic utilization of our limited resources.

In this connection, the Programme has acted promptly, allocating approximately $3 million, or about 41 per cent of the total projected budget of $7.1 million, for the 1992/93 academic year for education and training programmes in the country itself. Through close cooperation and co-sponsorship arrangements with non-racial education programmes in South Africa, UNETPSA envisages providing scholarship assistance for 497 students for individual study in priority fields during the 1992/93 academic year.

Although UNETPSA is obviously happy that its programme can be carried out directly inside the country, it will have to continue to allocate some funds to meet the needs that exist for educational opportunities abroad in high-technology and other highly specialized fields in which adequate training is unavailable at institutions within South Africa. The Programme will also maintain its emphasis on institution-building through a further expansion of its programme, particularly aimed at the strengthening of the capacities of historically Black universities and other institutions of higher learning in the country which are making particular efforts to help young Black South Africans. In the present stage of development in South Africa, I would think that this is certainly not the least important part of our work.

The broad-based development of South Africa's key asset, that of its human resources, will be one of the major challenges to be faced by the people of South Africa as they work together to build a non-racial and democratic society. The international community, through its programmes of assistance, has helped equip many—but still far too few—disadvantaged South African men and women with the skills needed to enable them to occupy positions which will be crucial to creating a new South Africa. We know that the needs for the provision of education and training opportunities remain very great and will remain so for a considerable time to come. It is my hope, therefore, that the suggestions and recommendations expressed in the course of this Conference will assist the organizations and foundations present, and also those which were unable to join us, to move forward with our South African human resource development partners, in a coordinated and concerted manner, so as to optimize the impact that our assistance programmes will have in the crucial task of building a more just and equitable society in South Africa with equal opportunities for all.

II. Message from Mr. Boutros Boutros-Ghali

Secretary-General of the United Nations
(at the opening session)

Let me first of all extend to all of you a warm welcome to the United Nations.

It is a pleasure for me at this meeting to thank the representatives of donor and host countries, and scholarship agencies and non-governmental organizations, for their commendable and sustained efforts to provide educational assistance to disadvantaged South Africans through various programmes and projects.

The importance of the consultations you are about to undertake cannot be overemphasized, given the current realities in South Africa and the urgency of the problems South African people face.

Socio-economic inequalities, deeply rooted in decades of apartheid, continue to plague the majority of the South African people. These inequalities together with persistent political violence endanger peaceful negotiations in South Africa and have serious implications for the safety and welfare of the majority of South Africans. As you know, the United Nations system is actively engaged in promoting the peace process in South Africa.

I have recently submitted a report to the Security Council following a fact-finding mission to South Africa by my Special Representative, Mr. Cyrus Vance. The report contains recommendations aiming at ending the violence and at facilitating the resumption of the negotiation process. I have also dispatched, at the request of the President of ANC, Mr. Nelson Mandela, and with the concurrence of the South African Government, a special mission to observe the mass action campaign.

It is very encouraging that the level of violence during the mass action has been lower than had been feared. It is my hope that negotiations between all parties concerned may soon resume and that South Africa will make, at long last, a determined move towards a peaceful transition to a non-racial democracy.

A new, democratic and non-racial South Africa will have to deal urgently with major social and economic inequities, especially in the field of education. Education, as is well known, is at the very core of sustained economic and social development. As there is no development without respect for human rights, likewise respect for human rights is unlikely to take a real hold without development. It is equally clear that there can be no broad-based development without education. Appropriate education and training programmes will not only provide technical and professional skills necessary for the national economy of South Africa but will empower all citizens of the country to know their rights and to be able to claim them and to carry out their civic responsibilities in a non-racial constitutional democracy.

It stands to reason that it is the responsibility of South Africans themselves to formulate the educational policies and strategies for the development of South African human resources. We know that South Africans recently have been vigorously engaged in a nation-wide debate, beginning with the Mandela Education Delegation, engaging in direct negotiations with the State over the entire education crisis, through the Joint Working Group on Education and the National Education Conference of March 1992. I am sure that this Conference will greatly benefit from the views of South African organizations and experts present here.

This Conference intends to afford an opportunity for donor countries, implementing agencies, foundations and others to exchange views on how best to complement South African efforts aimed at bridging the huge educational and occupational discrepancies within South Africa. The United Nations stands ready, subject to availability of resources, to play its full part in providing assistance during the transitional period and beyond.

The future role of the United Nations system in addressing economic and social inequalities in South Africa was the focus of a United Nations seminar, held in Windhoek last May. This seminar clearly demonstrated the concern of the international community in helping to address the huge social and economic inequities confronting South Africa.

The United Nations Educational and Training Programme for Southern Africa, for its part, has been rendering educational assistance to disadvantaged South Africans since 1967. Since December 1991, under the terms of General Assembly Resolution 46/80, it has embarked on a number of programmes and projects inside South Africa. I am confident that the programmes will increasingly contribute to bu-

man resource development for a non-racial, democratic and united South Africa and thus help in addressing the legacy of apartheid.

In closing, I wish you success in your deliberations and express the hope that the people of South Africa will find the courage and strength to move beyond what has so tragically divided them and to work together towards the ultimate goal of creating an enlightened, new, non-racial and democratic South Africa, which will do credit to itself, to Africa and to the world.

III. Statement by H.E. Ms. Annette des Isles

(Trinidad and Tobago),
on behalf of the Special Committee against Apartheid
(at the opening session)

It is a great privilege for me on behalf of the Special Committee against Apartheid to join with the chairman of the Advisory Committee on the United Nations Educational and Training Programme for Southern Africa, H.E. Ambassador Martin Huslid of Norway, in welcoming all of you to this Follow-up Conference on International Educational Assistance to Disadvantaged South Africans.

I would like to extend a special warm welcome to our friends who have travelled here from South Africa and who bring to our deliberations valued expertise and first-hand knowledge both as individual specialists and as representatives of organizations active in the field of education and human resources development in South Africa.

I am certain that together with the representatives of intergovernmental and non-governmental organizations, specialized agencies of the United Nations, donor countries, other experts and the representatives of the national liberation movements our deliberations will indeed both prioritize the requirements and identify some of the mechanisms to channel effective assistance in the field of education and human resource development to South Africans during the very difficult transition period which they now are about to face.

It would be difficult to avoid making note at the very outset of what I am sure is uppermost in all our minds—the uncertainty that currently pervades the question of South Africa....

As Ambassador Huslid has stated, the Security Council spared neither effort nor time in, first, affording a forum for all parties to put forth their positions, secondly, in being unanimous in condemning the violence, urging the South African authorities to bring an effective end to it and to bring those responsible to justice, and thirdly, in calling upon all parties to cooperate in combating violence and to ensure the effective implementation of the National Peace Accord.

In addition, the Council dispatched a Special Representative followed by a team of United Nations observers to monitor developments in the country.

Just as the international community has spared no effort to restore the necessary climate for the political process to continue, we are gathered here for two days to address a priority issue so overwhelmingly and clearly underlined by the people of South Africa as needing serious and concerted attention and redress, i.e., assistance to disadvantaged South Africans during the transition period in the areas of social and economic development, in particular in education and human resources development.

The magnitude of the socio-economic and historical problems facing the majority of South Africans and the unwillingness of the Government to develop a unified and comprehensive policy to effectively address them can be illustrated by reminding ourselves of some basic figures. Glaring disparities in income levels continue to persist in South Africa. For 1991, per capita income was recorded at R 20,600 for Whites, R 8,100 for Asians, R 5,900 for Coloureds and R 2,400 for Blacks; 53 per cent of Blacks as compared to 2 per cent of Whites lived below the poverty line and 85 per cent of Black households in the rural areas had an income below the minimum subsistence level. Recent estimates indicate that 43 per cent of the Black labour force is unemployed. According to the Development Bank of Southern Africa, between 1985 and 1990, only 8.4 per cent of all labour market entrants found jobs in the formal sector.

...

The dearth of skilled Black workers is a direct outcome of the apartheid education system. It is estimated that nearly 30 per cent of the South African population was totally illiterate and another 38 per cent functionally illiterate. The estimated drop-out rate for Black pupils was 50 per cent by the first year of secondary education.

Although the authorities have increased spending on education by 22 per cent, the State still spends five times as much on the education of each White child as it does on that of a Black child. An estimated 2 million Black children cannot be accommodated in the present school system, while 307,000 vacancies were reported in White schools.

Needless to say, an in-depth restructuring of the existing education system at the primary, secondary and tertiary levels and major education reforms are most urgently needed.

...

We are aware that social realities in South Africa and the perceptions that each community has of them are complex.

The scale and dimensions of the tasks ahead are indeed immense.

What we do hope is that there will soon be in South Africa the definition of, and agreement on, a sound development strategy in the area of education and human resource development, as well as the national coordinating mechanisms with which the United Nations and other organizations and donor countries can establish the essential links and institutional framework to channel external assistance to policies and projects designed by South Africans themselves.

IV. Statement by Mr. Knut Hammarskjöld

Special Adviser to the Director-General
of the United Nations Educational, Scientific and Cultural Organization
(at the opening session)

I am very pleased to address you on behalf of the Director-General of UNESCO, Mr. Frederico Mayor, and to convey to all of you his heartfelt hopes for the success of this Follow-up Conference.

. . .

It is our conviction and policy that South Africans themselves, without discrimination, have to decide among themselves on the educational policy, structure, system and content they want in their new democratic and non-racial society. We assume that this requires that the basic elements of the future constitutional situation of the nation will have to be agreed upon. Once this is settled, the way should be open to consult on educational reform for the future with all parties interested and involved on an equal footing and in the best interest of the nation as a whole and of all its citizens. Subject to the basic principle that South Africans themselves have to decide on the system and kind of education they want and given the express desire of all South Africans most directly concerned, UNESCO would support any such efforts within the scope of its mandate. UNESCO, as the United Nations agency responsible for education, science, culture and communication, is indeed ready and eager at any stage of the process together with its sister agencies, as appropriate, to assist on request. Our action would be in helping in the transition to a post-apartheid democratic learning society. We would lend our hands, our experience and our commitment in developing and implementing the educational strategy, structure and processes which will be agreed among South Africans themselves. On the other hand, we have to realize that paternalistic attitudes by outsiders are out of place when the future of what in fact will be a new nation is decided. The legitimate pressures that the international community and the United Nations system have exercised to abolish apartheid need to be followed up in the appropriate way by a strong emphasis on the values and principles of UNESCO's constitution in educational reform and development.

. . .

Firstly, given the evolving situation, UNESCO supports a national conference as recommended in the 1991 Paris Statement with the obvious affirmation of the necessity for all interested parties concerned, in particular the South African anti-apartheid groups, to participate and play a full role in such a national conference. At such a forum, a consensus could be forged between South Africans as to the best educational means of assisting their people during the transition to an apartheid-free South Africa.

Secondly, we support major education restructuring according to the wishes of the South Africans themselves. To us, the formation of a single education department and system and their efficient functioning appears to be an urgent priority. This said, UNESCO stands ready to assist in the requisite sector analysis and action research which will anticipate, analyse and frame proposals, policies and programmes including national capacity-building for dealing with implications of such a major structural change.

Thirdly, central to any training provided would obviously be the curricula for a new South Africa. Work on this is already under way in the country and it must be supported and encouraged. In the curriculum reform, it is important, in particular, to consider the multi-lingual and multi-cultural characteristics of South Africa's society and its impact, *inter alia*, on school language policies as well as promotion of tolerance, understanding and mutual respect for all individual cultures and groups. All sections of South African society would need to reconsider, rethink and revitalize their attitudes, values and behaviour.

Talking about this national and international process toward the common objective, I would like to make a comment emphasizing the examination of costs in relation to benefits. All over the globe, there is an increasing frustration and loss of faith among the peoples of the world in leaders at all levels who forget that they all should be primarily of service to the people. This attitude is especially strong towards politicians, those would-be statesmen who engage in "grandstanding", international bureaucrats and diplomats who may be perceived as feeding off and hiding behind costly talk and elaborate inaction with excuses of complexity. We are engaged in a unique enterprise in helping to create a new democratic and non-discriminatory society. Let us limit the talking and increase the action, when asked and invited by those directly concerned.

V. Statement by Mr. Mogole Mphahlele

Secretary of Education of the Pan Africanist Congress of Azania
(at the opening session)

I would like to take this opportunity to express the gratitude of my organization, the Pan Africanist Congress of Azania, for the invitation extended to us to participate in this Follow-up Conference. We hope all participants will assist in refocusing attention on the most burning issues with which this Conference will be dealing. It is our firm belief that without a well-founded system of education, development of human talent will remain an unachievable dream. We further believe that any system of education that does not develop human potential is not an asset for the development of a nation as a nation.

. . .

Bantu education was and still is an inferior system designed to educate and train Africans to be perpetual servants of the White settlement communities. The establishment of this system was made possible by segregating residential areas, segregating schools, separating the teaching personnel, limiting curriculum for Africans and in some schools, prohibiting the teaching of mathematics. By segregating teacher training colleges along racial lines, the apartheid government further ensured that African trainees received the most inferior training, creating a situation where instead of reproducing an inferior teacher corps with inferior skills, a group worse than its progenitor was produced. This process continued until teacher colleges could not produce any teachers except those who were churned out in order that they can serve their own people. The liberalization in areas of training, flowing out of the abrogation of discriminatory legislation affecting education and other related areas, did not ameliorate the disparity as Africans still received the most inferior form of education, which did not prepare them for any kind of training. They still receive education that makes them untrainable. This is as a result of a convolution of factors such as under-funding of African education, ill-trained teachers, unwillingness to learn through a system that is designed to enslave you instead of liberate you, overcrowded classrooms taught by unmotivated teachers.

Liberalizing education and accessibility, especially by the de Klerk regime, does not help correct the situation as the under-waged and under-salaried African workers cannot afford to send their children to better schools outside their residential areas. As a result, the situation persists and it reproduces itself. It is worsened by the African children opting out of school, rejecting school authority and adding to marginalized and unemployable youth. The reclassification of White schools by the regime ensured that their schools, which are better serviced, are not inundated with pupils from African areas. Another limiting factor is the matriculation results, which since 1976, have been poor. . . .

The last limiting factor, but not the least, is illiteracy. According to integrated market research, in 1990 23 per cent of African adults, that is 3.5 million people, had no schooling at all. And another 32 per cent, which constitute 4.8 million people, had some primary education only. This factor will remain in place as the State has made clear that any attempt to eliminate illiteracy will be costly. There is no doubt that this makes trainability impossible.

We in the PAC place more emphasis on vocational education. As a result of the government cut-back on tax concessions, companies reduced or stopped on-the-job training that was supposed to be a supplement to the skills acquisition for African people. In spite of the fact that the enrolment of African students at technical colleges increased by 155 per cent between 1986 and 1990, the number is still less than that of White students, even when the latter's enrolment has declined by about 10 per cent in the same period.

As a result of cuts in government subsidies, universities found it necessary to increase fees paid by students. This has a direct impact on accessibility to centres of higher learning as students from poorer communities find it difficult to pay for their studies. Further, accessibility is predetermined by the quality of the matriculation class. Although many universities have lowered admission requirements for certain categories of students, this does not necessarily place many African students in a much more favourable position, as very few take mathematics and science. The following data shows the subject distribution at technicons in 1989:

- agricultural science: 133 African students, against 843 White students;
- architecture: 121 African students, against 800 White students;

- law: 1,000 African students, against 3,000 White students;
- mathematics: 373 African students, against 1,700 White students;
- public administration: 1,000 African students, against 2,500 White students.

The situation at universities shows the same trends. The conclusion therefore is that the disadvantaged communities are also disadvantaged educationally and, as a result, their chances at skills training are minimal. As a result of this, the country will not benefit from the human talent that is not given an opportunity to develop. In conclusion, it is necessary to say that the present education crisis should be resolved, for it keeps historically disadvantaged communities, specifically Africans, in a worse position than other groups. The State must make it its responsibility and policy efforts to eliminate illiteracy. The State also must look into the possibility of introducing compulsory education amongst Africans as soon as possible, up to at least standard seven, which is a minimum requirement for admission to the technical colleges.

VI. Message from Mr. Nelson Mandela

President of the African National Congress of South Africa
(at the opening session)

It is with great warmth that I greet you on behalf of the African National Congress. This Follow-up Conference on International Educational Assistance to Disadvantaged South Africans is being held against the backdrop of a critical time in the struggle of our country to create a democratic society. It is precisely this context and crisis that presents us with a unique opportunity and challenge to intervene in the educational arena to ensure that the future of our country, South Africa, is assured. You are all fully aware of the dimensions and scope of the education crisis and the impact that apartheid education has had on the development of our human resources in South Africa. The urgent need to address this situation is also obvious. To enable us to tackle this crisis, not only do we need financial resources, support and expertise, we also urgently require to build and strengthen our capacity to begin to take concrete initiatives to reverse the ravages of apartheid. We need to develop our human resources in a range of areas of educational management, planning, financing, curriculum development, governance, etc. In addition, we need to build the capacity of people and organizations on the ground so that our efforts and resources expended on addressing the educational needs are supported and strengthened. I have no doubt that between the South Africans present and the organizations that they represent and the international donor community, a way forward will be worked out. There is a huge and deep challenge that we face in the task of reconstructing South Africa. We will need all the assistance and support that we can get in addressing this challenge. I wish this conference productive discussion and debate and a constructive outcome that would impact immediately and significantly on the educational situation in South Africa.

VII. Statement by South African participants
(at the closing session)

We, a group of South Africans representing a range of organizations, institutions, etc., wish to thank UNETPSA for organizing this Follow-up Conference on International Educational Assistance for Disadvantaged South Africans.

We note that this was organized as a follow-up to the 1991 conference in Paris and the United Nations Development Programme conference in Windhoek in May 1992.

At this Follow-up Conference, we believe that it is important for us to ensure that the momentum is maintained and that specific outcomes and directions are developed to maximize the United Nations contribution to the development of education in South Africa.

In order to ensure that this objective is realized, we believe that the course of action set out below needs to be undertaken:

1. Noting the proliferation of donor activity in South Africa, and recognizing the need for a greater degree of coordination, we recommend that the United Nations agencies are well placed to play an effective coordinating role in this area, both within the United Nations system and with other international agencies.

2. To make international agency work in South Africa more effective and capable of achieving a greater impact, access to information about education development and existing international involvement in South Africa needs to be coordinated. We believe that the United Nations agencies can play a critical role in the gathering, exchange and coordination of such information.

3. Given the vast experience and expertise of United Nations agencies in international education development, we believe that the United Nations could facilitate communication between the relevant South African institutions/organizations, aid agencies and the international community.

4. Recognizing that full participation of the United Nations agencies in South Africa will be possible only once a legitimate and democratically elected government is in place, or at the earliest when an interim government is set up, we believe that as critical interim measures, United Nations agencies could provide technical assistance in agreed areas of priority.

Some of these are:

- targeted areas of capacity-building in the Black universities
- tertiary student financial assistance
- adult basic education
- capacity-building (institutional, technical and financial) in the non-governmental organizational sector.

In this regard, a particular concern is the development of capacity to manage effectively the educational system in a period of transition.

5. As a group of South Africans, we would want to place on record our acknowledgement and deep appreciation of the role of the United Nations and its agencies in providing solidarity and support in our struggle against apartheid.

As we, as a nation, move towards actively participating in the process of shaping a non-racial, democratic and non-sexist South Africa, we believe we can call upon with equal measure those agencies of the United Nations with experience, expertise and a track record in development work.

Annexes

Annex I

List of participants

Bureau of the Conference

H.E. Mr. Martin Huslid (Norway), Chairman of the Conference

Mr. N.A. Abrous, Chief of Branch in charge of the United Nations Educational and Training Programme for Southern Africa (UNETPSA) and Secretary of the Conference

Prof. Jakes Gerwel (University of Western Cape), Moderator of Workshop I

Prof. Chabani Manganyi (University of the North), Moderator of Workshop II

Miss Kaisa Savolainen (United Nations Educational, Scientific and Cultural Organization), Moderator of Workshop III

Mrs. Vivian Lowery-Derryck (African-American Institute), Moderator of Workshop IV

Donor and host countries as well as Member States of the Advisory Committee on UNETPSA

Australia

Mr. John Griffin, First Secretary

Botswana

Mr. Oscar Motswagae, First Secretary

Canada

Ms. Carolyn McMaster, Deputy Director, Eastern and Southern Africa, Department of External Affairs

Denmark

Mr. Ulrich Sorensen, First Secretary

Finland

Mr. Lars Backstrom, Counsellor

France

Mr. Jacques La Pouge, Counsellor

Germany

Mr. Christian Much, Counsellor

Mr. Michael Biontino, Counsellor

India

Mr. Suresh Goel, Counsellor

Japan

Mr. Eiji Yamamoto, First Secretary

Lesotho

Mr. Tseliso Z. Kolane, Counsellor

Netherlands

Mr. Remmert Cohen, First Secretary

Norway

Ms. Mette Ravn, Counsellor

Senegal

Ms. Mayouna Diop, First Counsellor

Mr. Mamadou Yaya Sy, Second Secretary

Sweden

Mr. Kaj Persson, Head of Section, Ministry of Foreign Affairs

Switzerland

Mr. François Chapplin, Minister Counsellor

United Republic of Tanzania

Mr. Jerry Mburi, First Secretary

United States of America

Ms. Dorothy Watson, Adviser

Venezuela

Ms. Maria Inés Fonseca, Third Secretary

Zambia

Mr. Isaiah Zimba Chabala, Deputy Permanent Representative

Zimbabwe

H.E. Mr. Simbarashe Mumbengegwi, Permanent Representative

Ms. Chipo Zindoga, Counsellor

Individuals

Ms. Carole A. Baekey, Director, Community Law Center

Mr. Frans Barker, National Manpower Commission

Mr. Frank Ferrari, Senior Vice-President, Director, Southern Africa Office, African-American Institute

Prof. Jakes Gerwel, Vice Chancellor, University of Western Cape

Ms. Sarah Hayward, Development Officer, Southern African Advanced Education Project

Dr. F. Henry Healey, Research Scientist, International Education, Research Triangle Institute

Mr. Richard W. Keefe, Senior Consultant, Staley/ Robeson/ Ryan/St. Lawrence, Inc. and Downes Murray International (DMI); University of Natal

Ms. Gail Leftwich, John F. Kennedy School of Government, Harvard University

Ms. Zonke Majodina, University of Cape Town

Prof. Chabani Manganyi, Vice Chancellor, University of the North

Prof. Anthony Marx, Department of Political Science, Columbia University

Mr. James Maseko, General Secretary, National Education Coordinating Committee

Dr. Ivy Matsepe-Casaburri, Executive Director, Education Development Trust

Dr. Neil James McGurk, Head of Department, Sacred Heart College; Catholic Institute of Education; Batlagae Trust

Prof. Merlyn Mehl, Director of Education, Independent Development Trust

Mr. Mogole Mphahlele, Secretary for Education, Pan Africanist Congress of Azania

Mr. Oupa Ngwenya, Information and Research Officer—Education Secretariat, AZAPO

Prof. O.E.H.M. Nxumalo, University of Zululand

Dr. Elie Orbach, Group Manager, Human Resources Development,

Development Bank of Southern Africa

Ms. Mary Price, Coordinator, University of California

Mr. Enuga Reddy, United Nations Institute for Training and Research, Senior Fellow

Prof. Jairam Reddy, University of Durban (Westville)

Dr. Tahir Salie, Director, Career Research and Information Centre

Mr. John Samuel, Head of Education Department, African National Congress of South Africa

Mr. Buti Thlagale, Executive Director, Educational Opportunities Council

Mr. Robert Tucker, Attorney-at-Law, Edward Nathan-Friedland, Inc.

Mr. Tulwana Monde, National Chairperson, National Education Coordinating Committee

Programmes and organizations providing assistance to disadvantaged South Africans

Africare

Ms. Lois Dalton Deve, Placement Counsellor

African-American Institute (AAI)

Ms. Vivian Lowery Derryck, President

Mr. Steve McDonald, Executive Vice President

Ms. Susan L. Anderson, Programme Coordinator

Mr. Nicholas Griffin, Editor

Ms. Danisa Baloyi, Consultant

The Africa Arts Fund

Ms. Dawn Zain, Executive Director

Aurora Associates

Mr. James Statman, Executive Vice President

Ms. Anne M. Githuku, Manager, Institutional Development

Canon Collins Educational Trust for Southern Africa

Dr. Elaine Unterhalter

The Education Foundation

Mr. Peter Badcock-Walters, Director

The Ford Foundation

Mr. Stephen Weissman, Programme Officer

Foundation for Research and Development

Dr. Khotso Mokhele, Vice President, Programmes

Human Sciences Research Council

Dr. Jan Beukes

Institute of International Education (IIE)

Ms. Sheila Avrin McLean, Vice President

Mr. William D. Carmichael, Executive Director

Mr. Wayne Fredericks, Counsellor for Africa

Interfund

Mr. Barry Smith, Director

Kagiso Trust

Mr. Eric Molobi, Secretary General

Liberty Life Foundation

Mr. Hylton Appelbaum, Director

Link Africa
Mr. Graham Thom, Director

Luthuli Memorial Trust
Mr. Nathaniel Masemola

Medical Education For South African Blacks (MESAB)
Ms. Joy D. Kaiser, Vice President

National African Federated Chamber of Commerce and Industry (NAFCOC)
Dr. Morley Nkosi, Director-General

National Manpower Commission
Mr. Frans Barker

Private Sector Education Council (PRISEC)
Mr. Dave Gaynor, Manager, Education Services, Chamber of Mines of South Africa
Mr. Danie Joubert, Human Resources Staffing Manager, Eskom
Ms. Janet Lopes

South African Committee for Higher Education (SACHED) Trust
Mr. Trevor Abrahams, Director for Higher Education

South African Education Trust Fund (SAETF)
Mr. Steve Godfrey, Executive Director
Ms. Alison Redford

South African Freedom through Education (SAFTE)
Dean T. S. Farisani
Ms. Anne Poirier, Director

Sunflower Project
Ms. Jeannette M. Wicks, Director and Head of Literacy and Adult Education

World University Service
Ms. Phuti Tsukudu, Treasurer
Mr. Nigel Hartley, General Secretary

Bilateral governmental programmes

Canadian International Development Agency (CIDA)
Mr. Grant Hawes, Country Programme Manager (South Africa)

Japan International Cooperaton Agency (JICA)
Mr. Takashi Yoshida, Deputy Director, Third Training Division, Training Affairs Department
Ms. Kiyomi Tomida, Staff

Overseas Development Administration (ODA)
Ms. Myra Harrison, Senior Education Adviser

Swedish International Development Agency (SIDA)
Ms. Margareta Husen, Senior Programme Officer
Ms. Ann Norrman, Development Programme Officer, Swedish Legation/SIDA

United States Agency for International Development (USAID)
Mr. William S. Elliot, Country Development Officer
Mr. David Evans, Chief Human Resources Development Office, USAID/South Africa

Intergovernmental organizations

Commonwealth Secretariat
Dr. Mohan Kaul, Director, Fellowships and Training and Management Development Programmes

International Organization for Migration (IMO)
Mrs. Frances E. Sullivan, Chief of Mission

Organization of African Unity (OAU)
Ms. Salimatu Khan, Press and Information Officer

European Economic Community
Mr. Dieter König, Counsellor

National liberation movements

African National Congress of South Africa (ANC)
Mr. Kingsley Makhubeka
Ms. Portia Maurice

Pan Africanist Congress of Azania (PAC)
Dr. S. Pheko
Mr. A. E. Miyeni

United Nations agencies and other bodies

Special Committee against Apartheid

H. E. Ms. Annette des Iles, Vice-Chairman

Representative of the Secretary-General

Mr. Hisham Omayad, Director, Department of Political Affairs

Centre against Apartheid

Mr. Johan Nordenfelt, Director

Mr. N. A. Abrous, Assistant Director

Ms. Margie Kam, Political Affairs Officer

Ms. Galina Kuznetsova, Associate Political Affairs Officer

Ms. Corrine Momal, Political Affairs Officer

Ms. Pamela Maponga, Political Affairs Officer

Ms. Liza Morales, Associate Political Affairs Officer

Mr. Vladimir Zhagora, Political Affairs Officer

Centre for Human Rights

Ms. E. Stamatopoulou-Robbins, Chief (New York Office)

Department of Economic and Social Development (DESD)

Mr. Michael G. Mimicopoulos, Transnational Corporations Affairs Officer, TCMD/DESD

Ms. Angela Masithela, Deputy Chief, Training and Fellowships Section

Ms. Kris Garvey-Mwazi, Fellowship Officer, Training and Fellowships Section

Department of Public Information (DPI)

Ms. Shala Mokgethi, Information Officer

International Labour Organization (ILO)

Mr. Petrov Nikolai, Chief, Vocational Training Systems, Management Branch

Mr. Auret Van Heerden, Programme Officer

United Nations Children's Fund (UNICEF)

Ms. Khadija Haq, Senior Adviser on Education

Mr. Aklilu Habte, Special Adviser

United Nations Development Programme (UNDP)

Mr. Jafar Javan, Human Resources Development Officer

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Mr. Knut Hammarskjöld, Special Scientific and Cultural Adviser to the Director-General of UNESCO, Ambassador

Ms. Kaisa Savolainen, Director, Section of Humanistic, Cultural and International Education

Ms. N.E.H. Dukuly-Tolbert, Senior Liaison Officer

Dr. Mam Biram Joof, Education Adviser for Namibia

Office of the United Nations High Commissioner for Refugees (UNHCR)

Mr. Albert Peters, Director, New York Liaison Office

Annex II

Documentation

A. Information notes

1. Guidelines for the Follow-up Conference on International Educational Assistance to Disadvantaged South Africans (New York, 8 and 9 September 1992)
2. Information for participants

B. Background papers

1. "Training needs for South Africa in transition", World Bank
2. "Development and educational assistance to South Africa: focus on impediments and coordination", Anthony W. Marx
3. "The role of the private sector in education and training in South Africa during the transition period", Elie Orbach
4. "The role of transnational corporations in employment and education of Black South Africans", Transnational Corporations and Management Division, United Nations Department of Social and Economic Development
5. "The United Nations Educational and Training Programme for Southern Africa: new directions", UNETPSA
6. "Directory of organizations providing scholarship and educational assistance to disadvantaged South Africans", UNETPSA
7. "Job placement, career guidance and counselling in South Africa", Tahir Salie
8. "UNESCO's activities and prospects for future assistance aimed at the building of an apartheid-free society, with focus on education, training and poverty alleviation", UNESCO
9. "A proposition for a national strategic framework for education in South Africa", John Samuel
10. "Educational assistance to disadvantaged South Africans during the transition to a non-racial and democratic South Africa", UNESCO

C. Other documentation

1. Future Role of the United Nations System in Helping Address South Africa's Socio-Economic Problems—Notes and Documents No. 8/92
2. Paris Statement on International Assistance to the Victims of Apartheid in the Fields of Education and Training—Notes and Documents No. 16/91
3. UNETPSA: An Overview—Notes and Documents No. 7/92
4. Leaflet on UNETPSA
5. Poster on UNETPSA

Litho in United Nations, New York
04597—January 1993—3,000